



**Mind Missions®**

**Texas Print**

3rd Grade  
Standards Alignment

		Astronaut Accident	Boone's Bear	Columbus Crew	Cyrus Step Saver	Ford's Focus	Germ Fighter	Harriet's Heroics	Helen's Hardship	Hershey's Home	Hull House for Sale	Kwanzaa Kinara	Lantern Lighting	Low's Legacy	Map Muck	Mary's Marketing	May Maraca	Onate's Orders	Pierre's Plan	Pole Planning	Ruby's Reward	Saikh's Solution	Shamrock Solution	Species Speaker	Trash to Treasure	
<b>Social Studies</b>	<b>3.1.A</b>	History: The student is expected to describe how individuals, events, and ideas have changed communities, past and present.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	<b>3.1.B</b>	History: The student is expected to identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities.								✓	✓			✓				✓			✓					
	<b>3.1.C</b>	History: The student is expected to describe how individuals, including Daniel Boone and the Founding Fathers have contributed to the expansion of existing communities or to the creation of new communities.		✓																						
	<b>3.2.A</b>	History: The student is expected to identify reasons people have formed communities, including a need for security and laws, religious freedom, and material well-being.		✓					✓	✓	✓	✓			✓		✓									
	<b>3.2.B</b>	History: The student is expected to compare ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation.								✓	✓				✓											
	<b>3.3.A</b>	Geography: The student is expected to describe similarities and differences in the physical environment, including climate, landforms, natural resources, and natural hazards.																							✓	✓
	<b>3.3.B</b>	Geography: The student is expected to identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains.																							✓	✓



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<b>Social Studies</b>	<b>3.3.C</b>	Geography: The student is expected to describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape.																							✓	✓	
	<b>3.4</b>	Geography: The student is expected to use cardinal and intermediate directions to locate places on maps and globes in relation to the local community; use a scale to determine the distance between places on maps and globes; and identify, create, and interpret maps of places that contain map elements, including a title, compass rose, legend, scale, and grid system.																									
	<b>3.5</b>	Economics: The student is expected to identify ways of earning, spending, saving, and donating money and create a simple budget that allocates money for spending and saving.																									
	<b>3.6.A</b>	Economics: The student is expected to explain how supply and demand affect the price of a good or service.				✓																					
	<b>3.6.B</b>	Economics: The student is expected to define and identify examples of scarcity.															✓										
	<b>3.6.C</b>	Economics: The student is expected to explain how the cost of production and selling price affect profits.				✓																					
	<b>3.6.D</b>	Economics: The student is expected to identify individuals, past and present, such as Henry Ford and Sam Walton who have started new businesses.				✓											✓										
	<b>3.7</b>	Government: The student is expected to describe the basic structure of government in the local community, state, and nation; identify local, state, and national government officials and explain how they are chosen; and identify services commonly provided by local, state, and national governments.																									
<b>3.8</b>	Government: The student is expected to identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights; and describe the concept of "consent of the governed."																										



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<b>Social Studies</b>	<b>3.9.A</b>	Citizenship: The student is expected to identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting.																									
	<b>3.9.B</b>	Citizenship: The student is expected to identify figures such as Helen Keller, Clara Barton, and Ruby Bridges who exemplify good citizenship.							✓													✓					
	<b>3.9.C</b>	Citizenship: The student is expected to identify and describe individual acts of civic responsibility, including obeying laws, serving and improving the community, serving on a jury, and voting.							✓						✓								✓				
	<b>3.9.D</b>	Citizenship: The student is expected to identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good.																									
	<b>3.10.</b>	Culture: The student is expected to explain the significance of various ethnic and/or cultural celebrations in the local community and other communities; and compare ethnic and/or cultural celebrations in the local community with other communities.											✓	✓				✓							✓		
	<b>3.11.A</b>	Culture: The student is expected to identify and describe the heroic deeds of state and national heroes and military and first responders such as Hector P. Garcia, James A. Lovell, and the Four Chaplains.	✓																								
	<b>3.11.B</b>	Culture: The student is expected to identify and describe the heroic deeds of individuals such as Harriet Tubman, Todd Beamer, and other contemporary heroes.	✓						✓																		



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<b>Social Studies</b>	<b>3.12</b>	Culture: The student understands the importance of writers and artists to the cultural heritage of communities. The student is expected to identify how various writers and artists such as Kadir Nelson, Tomie dePaola, Carmen Lomas Garza, and Laura Ingalls Wilder and their stories, poems, statues, and paintings contribute to the cultural heritage of communities.																								
	<b>3.13.A</b>	Science, Technology, and Society: The student is expected to identify individuals who have discovered scientific breakthroughs or created or invented new technology such as Jonas Salk, Cyrus McCormick, Bill Gates, Louis Pasteur, and others.			✓		✓																✓			
	<b>3.13.B</b>	Science, Technology, and Society: The student is expected to describe the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities.						✓															✓			
	<b>3.14.A</b>	Social Studies Skills: The student is expected to gather information, including historical and current events and geographic data, about the community using a variety of resources.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>3.14.B</b>	Social Studies Skills: The student is expected to interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>3.14.C</b>	Social Studies Skills: The student is expected to interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps.																								
	<b>3.15.A</b>	Social Studies Skills: The student is expected to use social studies terminology correctly.																								
	<b>3.15.B</b>	Social Studies Skills: The student is expected to create and interpret timelines.																								
	<b>3.15.C</b>	Social Studies Skills: The student is expected to apply the terms year, decade, and century to describe historical times.																								



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Social Studies	3.15.D	Social Studies Skills: The student is expected to express ideas orally based on knowledge and experiences.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	3.15.E	Social Studies Skills: The student is expected to create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	3.16	Social Studies Skills: The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ELPS	C.1	Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
	C.2	Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			



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<b>ELPS</b>	<b>C.3</b>	Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					
	<b>C.4</b>	Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
	<b>C.5</b>	Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
	<b>3.1.A</b>	Oral Language: The student develops oral language through listening, speaking, and discussion. The student is expected to listen actively, ask relevant questions to clarify information, and make pertinent comments.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
	<b>3.1.B</b>	Oral Language: The student develops oral language through listening, speaking, and discussion. The student is expected to follow, restate, and give oral instructions that involve a short, related sequence of actions.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
	<b>3.1.C</b>	Oral Language: The student develops oral language through listening, speaking, and discussion. The student is expected to speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				



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ELPS	3.1.D	Oral Language: The student develops oral language through listening, speaking, and discussion. The student is expected to work collaboratively with others by following agreed-upon rules, norms, and protocols.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					
	3.1.E	Oral Language: The student develops oral language through listening, speaking, and discussion. The student is expected to develop social communication such as conversing politely in all situations.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
	3.2.A	Beginning Reading and Writing: The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to demonstrate and apply phonetic knowledge.																								
	3.2.B	Beginning Reading and Writing: The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to demonstrate and apply spelling knowledge.																								
	3.2.C	Beginning Reading and Writing: The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to alphabetize a series of words to the third letter.																								
	3.2.D	Beginning Reading and Writing: The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.																								
	3.3.A	Vocabulary: The student uses newly acquired vocabulary expressively. The student is expected to use print or digital resources to determine meaning, syllabication, and pronunciation.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
	3.3.B	Vocabulary: The student uses newly acquired vocabulary expressively. The student is expected to use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
	3.3.C	Vocabulary: The student uses newly acquired vocabulary expressively. The student is expected to identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.																								
	3.3.D	Vocabulary: The student uses newly acquired vocabulary expressively. The student is expected to identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.																								
	3.4	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					



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ELPS	3.5	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
	3.6.A	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to establish purpose for reading assigned and self-selected texts.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
	3.6.B	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to generate questions about text before, during, and after reading to deepen understanding and gain information.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
	3.6.C	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to make and correct or confirm predictions using text features, characteristics of genre, and structures.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
	3.6.D	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to create mental images to deepen understanding.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
	3.6.E	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to make connections to personal experiences, ideas in other texts, and society.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
	3.6.F	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to make inferences and use evidence to support understanding.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
	3.6.G	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to evaluate details read to determine key ideas.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
	3.6.H	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to synthesize information to create new understanding.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				





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<b>ELPS</b>	<b>3.6.I</b>	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
	<b>3.7.A</b>	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to describe personal connections to a variety of sources, including self-selected texts.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
	<b>3.7.B</b>	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to write a response to a literary or informational text that demonstrates an understanding of a text.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
	<b>3.7.C</b>	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to use text evidence to support an appropriate response.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
	<b>3.7.D</b>	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to retell and paraphrase texts in ways that maintain meaning and logical order.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
	<b>3.7.E</b>	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
	<b>3.7.F</b>	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to respond using newly acquired vocabulary as appropriate.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
	<b>3.7.G</b>	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to discuss specific ideas in the text that are important to the meaning.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				



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		Astronaut Accident	Boone's Bear	Columbus Crew	Cyrus Step Saver	Ford's Focus	Germ Fighter	Harriet's Heroics	Helen's Hardship	Hershey's Home	Hull House for Sale	Kwanzaa Kinara	Lantern Lighting	Low's Legacy	Map Muck	Mary's Marketing	May Maraca	Onate's Orders	Pierre's Plan	Pole Planning	Ruby's Reward	Saikh's Solution	Shamrock Solution	Species Speaker	Trash to Treasure		
<b>ELPS</b>	<b>3.8.A</b>	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to infer the theme of a work, distinguishing theme from topic.																									
	<b>3.8.B</b>	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to explain the relationships among the major and minor characters.																									
	<b>3.8.C</b>	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to analyze plot elements, including the sequence of events, the conflict, and the resolution.																									
	<b>3.8.D</b>	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to explain the influence of the setting on the plot.																									
	<b>3.9.A</b>	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales.																									
	<b>3.9.B</b>	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems.																									
	<b>3.9.C</b>	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to discuss elements of drama such as characters, dialogue, setting, and acts.																									



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### 3rd Grade Standards Alignment

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<b>ELPS</b>	<b>3.9.D.i</b>	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to recognize characteristics and structures of informational text, including the central idea and supporting evidence.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					
	<b>3.9.D.ii</b>	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to recognize characteristics and structures of informational text, including features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					
	<b>3.9.D.iii</b>	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
	<b>3.9.E</b>	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to recognize characteristics of persuasive text.																								
	<b>3.9.F</b>	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to recognize characteristics of multimodal and digital texts.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
	<b>3.10.A</b>	Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to explain the author's purpose and message within a text.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				



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### 3rd Grade Standards Alignment

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<b>ELPS</b>	<b>3.10.B</b> Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to discuss how the use of text structure contributes to the author's purpose.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					
	<b>3.10.C</b> Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to discuss the author's use of print and graphic features to achieve specific purposes.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					
	<b>3.10.D</b> Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.																									
	<b>3.10.E</b> Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to identify the use of literary devices, including first- or third-person point of view.																									
	<b>3.10.F</b> Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to discuss how the author's use of language contributes to voice																									



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<b>ELPS</b>	<b>3.10.G</b> Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to identify and explain the use of hyperbole.																									
	<b>3.11.A</b> Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					
	<b>3.11.B</b> Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to develop drafts into a focused, structured, and coherent piece of writing.																									
	<b>3.11.C</b> Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.																									
	<b>3.11.D</b> Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to edit drafts with adult assistance using standard English conventions.																									
	<b>3.11.E</b> Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to publish written work for appropriate audiences.																									
	<b>3.12.A</b> Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to compose literary texts, including personal narratives and poetry, using genre characteristics and craft.																									



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ELPS	3.12.B	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					
	3.12.C	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to compose argumentative texts, including opinion essays, using genre characteristics and craft.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					
	3.12.D	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to dictate or compose correspondence such as thank you notes or letters.																								
	3.13.A	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to generate questions for formal and informal inquiry.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
	3.13.B	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to develop and follow a research plan.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
	3.13.C	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to identify and gather relevant information from a variety of sources.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
	3.13.D	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to identify primary and secondary sources.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
	3.13.E	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to demonstrate understanding of information gathered.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				



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ELPS	3.13.F	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to recognize the difference between paraphrasing and plagiarism when using source materials.																								
	3.13.G	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to create a works cited page.																								
	3.13.H	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				